

Too Good for Drugs

Grade 1

Correlated with Wisconsin State Standards for Health Education

Lesson 1.1 *A Great Day* – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify action steps needed to reach a goal
- Set a personal goal

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

B. Analyze various influences on health behaviors.

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Learning Priority: Identify individuals who provide valid health information to enhance health behaviors.

A. Identify where to get help to promote health.

3:1:A1 Identify trusted adults and professionals who can help promote health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Learning Priority: Know the parts of a personal health goal.

A. List personal health goals. 6:1:A1 Identify a personal health goal.

6:1:A2 Identify steps to achieve a goal.

6:1:A3 Discuss a health goal with a family member or trusted adult.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Learning Priority: Recognize the differences between health needs and personal wants.

A. Identify ways to express health needs and personal wants.

8:1:A1 Define health needs and personal wants.

8:1:A2 Express health needs and personal wants with family members or trusted adults.

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B2 Identify role models for healthy habits.

8:1:B3 Encourage friends and classmates to make healthy choices.

Lesson 1.2 *Thinking Cap On* – Making Responsible Decisions

Objectives

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Demonstrate the skill of anticipating consequences of choices
- Discuss personal responsibility for making positive choices

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

B. Analyze various influences on health behaviors.

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Identify when a decision-making process is needed to choose a healthy option.

A. List health situations where a decision-making process could be used.

5:1:A1 Identify steps in the decision-making process.

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

B. Apply a decision-making process to various situations to enhance health.

5:1:B1 Provide an example of when a health-related decision can be made individually.

5:1:B2 Provide an example of when assistance is needed to make a health-related decision.

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B3 Encourage friends and classmates to make healthy choices.

Lesson 1.3 *Cattitude* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Name a variety of feelings
- Comprehend feelings as natural responses that are neither right nor wrong
- Differentiate feelings from actions
- Demonstrate using an I-message and other healthy ways to express emotions

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Priority: Identify and apply effective interpersonal communication skills.

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Learning Priority: Recognize the differences between health needs and personal wants.

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

Lesson 1.4 *Hear Me Out* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Demonstrate using one's eyes, ears, and brain to listen
- Identify the body language of an active listener
- Demonstrate the ability to ask questions without interrupting
- Practice verbal and non-verbal communication

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Priority: Identify and apply effective interpersonal communication skills.

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

Lesson 1.5 *The Cat's Meow* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behavior

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

B. Apply knowledge of healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

B. Analyze various influences on health behaviors.

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Priority: Identify and apply effective interpersonal communication skills.

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Identify when a decision-making process is needed to choose a healthy option.

A. List health situations where a decision-making process could be used.

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Learning Priority: Recognize the differences between health needs and personal wants.

A. Identify ways to express health needs and personal wants.

8:1:A1 Define health needs and personal wants.

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B2 Identify role models for healthy habits.

8:1:B3 Encourage friends and classmates to make healthy choices.

Lesson 1.6 *Copy Cat* – Managing Peer Pressure

Objectives

Following this lesson, the students will be able to:

- Identify and apply three ways to handle peer pressure
- Describe safe and healthy activities to do with friends
- Demonstrate assertive communication to refuse peer pressure

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

B. Analyze various influences on health behaviors.

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Priority: Identify and apply effective interpersonal communication skills.

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

B. Apply communication skills that can improve health and reduce health risks.

4:1:B1 Describe ways to respond when in an unwanted, threatening, or dangerous situation.

4:1:B2 Use refusal skills including firmly saying no and getting away from the situation.

4:1:B3 Explain how to communicate to a trusted adult if threatened or harmed.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Identify when a decision-making process is needed to choose a healthy option.

A. List health situations where a decision-making process could be used.

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

B. Apply a decision-making process to various situations to enhance health.

5:1:B1 Provide an example of when a health-related decision can be made individually.

5:1:B2 Provide an example of when assistance is needed to make a health-related decision.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Demonstrate health-enhancing behaviors.

A. Demonstrate health-enhancing behaviors.

7:1:A2 Demonstrate behaviors that avoid or reduce health risk. These may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, and removing oneself from threatening situations.

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B3 Encourage friends and classmates to make healthy choices.

Lesson 1.7 *Stuck in a Tree* – Managing Disappointment

Objectives

Following this lesson, the student will be able to:

- Differentiate positive and negative reactions to disappointment
- Demonstrate positive responses to disappointment

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

B. Analyze various influences on health behaviors.

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Priority: Identify and apply effective interpersonal communication skills.

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4.1:A2 Identify ways to express needs, wants, and feelings.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Learning Priority: Recognize the differences between health needs and personal wants.

A. Identify ways to express health needs and personal wants.

8:1:A1 Define health needs and personal wants.

8:1:A2 Express health needs and personal wants with family members or trusted adults.

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

Lesson 1.8 *All the Right Moves* – Understanding the Safe Use of Prescription and OTC Medicines

Objectives

Following this lesson, the student will be able to:

- Define medicine
- Differentiate the safe and unsafe use of prescription and over-the-counter medicines

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

1:1:A3 List ways to prevent communicable disease.

B. Apply knowledge of healthy behaviors.

1:1:B1 Describe why it is important to seek health care.

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

B. Analyze various influences on health behaviors.

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Learning Priority: Identify individuals who provide valid health information to enhance health behaviors.

A. Identify where to get help to promote health.

3:1:A1 Identify trusted adults and professionals who can help promote health.

B. Apply communication skills that can improve health and reduce health risks.

4:1:B1 Describe ways to respond when in an unwanted, threatening, or dangerous situation.

4:1:B2 Use refusal skills including firmly saying no and getting away from the situation.

4:1:B3 Explain how to communicate to a trusted adult if threatened or harmed.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Identify when a decision-making process is needed to choose a healthy option.

A. List health situations where a decision-making process could be used.

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

B. Apply a decision-making process to various situations to enhance health.

5:1:B1 Provide an example of when a health-related decision can be made individually.

5:1:B2 Provide an example of when assistance is needed to make a health-related decision.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Demonstrate health-enhancing behaviors.

A. Demonstrate health-enhancing behaviors.

7:1:A1 Demonstrate health-enhancing practices and behaviors. These may include but are not limited to: proper hygiene, physical activity, and healthy eating.

7:1:A2 Demonstrate behaviors that avoid or reduce health risk. These may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, and removing oneself from threatening situations.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Learning Priority: Recognize the differences between health needs and personal wants.

A. Identify ways to express health needs and personal wants.

8:1:A1 Define health needs and personal wants.

8:1:A2 Express health needs and personal wants with family members or trusted adults.

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

Lesson 1.9 *Curious Carmen* – Identify and Avoiding Harmful Substances

Objectives

Following this lesson, the students will be able to:

- Identify harmful substances in and around the home including nicotine and alcohol
- Describe the harmful effects these substances can have on the brain and body
- Differentiate safe and unsafe ways for children to respond when encountering harmful household substances

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

B. Analyze various influences on health behaviors.

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Learning Priority: Identify individuals who provide valid health information to enhance health behaviors.

A. Identify where to get help to promote health.

3:1:A1 Identify trusted adults and professionals who can help promote health.

B. Apply communication skills that can improve health and reduce health risks.

4:1:B1 Describe ways to respond when in an unwanted, threatening, or dangerous situation.

4:1:B2 Use refusal skills including firmly saying no and getting away from the situation.

4:1:B3 Explain how to communicate to a trusted adult if threatened or harmed.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Identify when a decision-making process is needed to choose a healthy option.

A. List health situations where a decision-making process could be used.

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

B. Apply a decision-making process to various situations to enhance health.

5:1:B1 Provide an example of when a health-related decision can be made individually.

5:1:B2 Provide an example of when assistance is needed to make a health-related decision.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Demonstrate health-enhancing behaviors.

A. Demonstrate health-enhancing behaviors.

7:1:A1 Demonstrate health-enhancing practices and behaviors. These may include but are not limited to: proper hygiene, physical activity, and healthy eating.

7:1:A2 Demonstrate behaviors that avoid or reduce health risk. These may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, and removing oneself from threatening situations.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Learning Priority: Recognize the differences between health needs and personal wants.

A. Identify ways to express health needs and personal wants.

8:1:A1 Define health needs and personal wants.

8:1:A2 Express health needs and personal wants with family members or trusted adults.

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

Lesson 1.10 *Fit as a Riddle* – Making Healthy Choices

Objectives

Following this lesson, the student will be able to:

- Comprehend health and a healthy body
- Identify the benefits of making healthy choices related to food, rest, and exercise
- Differentiate safe, healthy decisions and unsafe, unhealthy decisions

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1 Identify internal and external factors that may influence health behaviors.

B. Analyze various influences on health behaviors.

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Learning Priority: Identify individuals who provide valid health information to enhance health behaviors.

A. Identify where to get help to promote health.

3:1:A1 Identify trusted adults and professionals who can help promote health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Priority: Identify and apply effective interpersonal communication skills.

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Identify when a decision-making process is needed to choose a healthy option.

A. List health situations where a decision-making process could be used.

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

B. Apply a decision-making process to various situations to enhance health.

5:1:B1 Provide an example of when a health-related decision can be made individually.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Demonstrate health-enhancing behaviors.

A. Demonstrate health-enhancing behaviors.

7:1:A1 Demonstrate health-enhancing practices and behaviors. These may include but are not limited to: proper hygiene, physical activity, and healthy eating.

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B2 Identify role models for healthy habits.

8:1:B3 Encourage friends and classmates to make healthy choices.

